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There is a need for local school systems and teacher preparation institutions to seek new directions in teacher training. Present arrangements between the university and a local school system for student teaching programs do not provide for full development of the potentials. This report describes a proposed living-learning center for student teachers which provides opportunities for--(1) an educational resource center, (2) engagement in community activities, (3) an orderly transition from student to student-teacher to teacher, (4) a university to strengthen local educational programs, and (5) an instructional materials center. (ND)

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here's where we live

RESEARCH REPORT
ON A
LIVING-LEARNING
CENTER

part 1 The Total Project

EF 001 465

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

This booklet has been divided into two distinct parts in order to preserve the original thinking and early planning that appears within the contents.

PART 1 was introduced in January, 1966 following inception of the project by Carlo Heikkinen, Coldwater school superintendent and expansion of the idea with Jerry Fair, school architect. This material was then presented to the Department of Education, at Western Michigan University and there followed several months of discussion that enlarged and enhanced the original concept.

In May, 1966 PART 2, written in part by members of the Western Michigan staff, was presented as a supplement to PART 1 at a meeting of several colleges including Spring Arbor, Olivet, and Hillsdale.

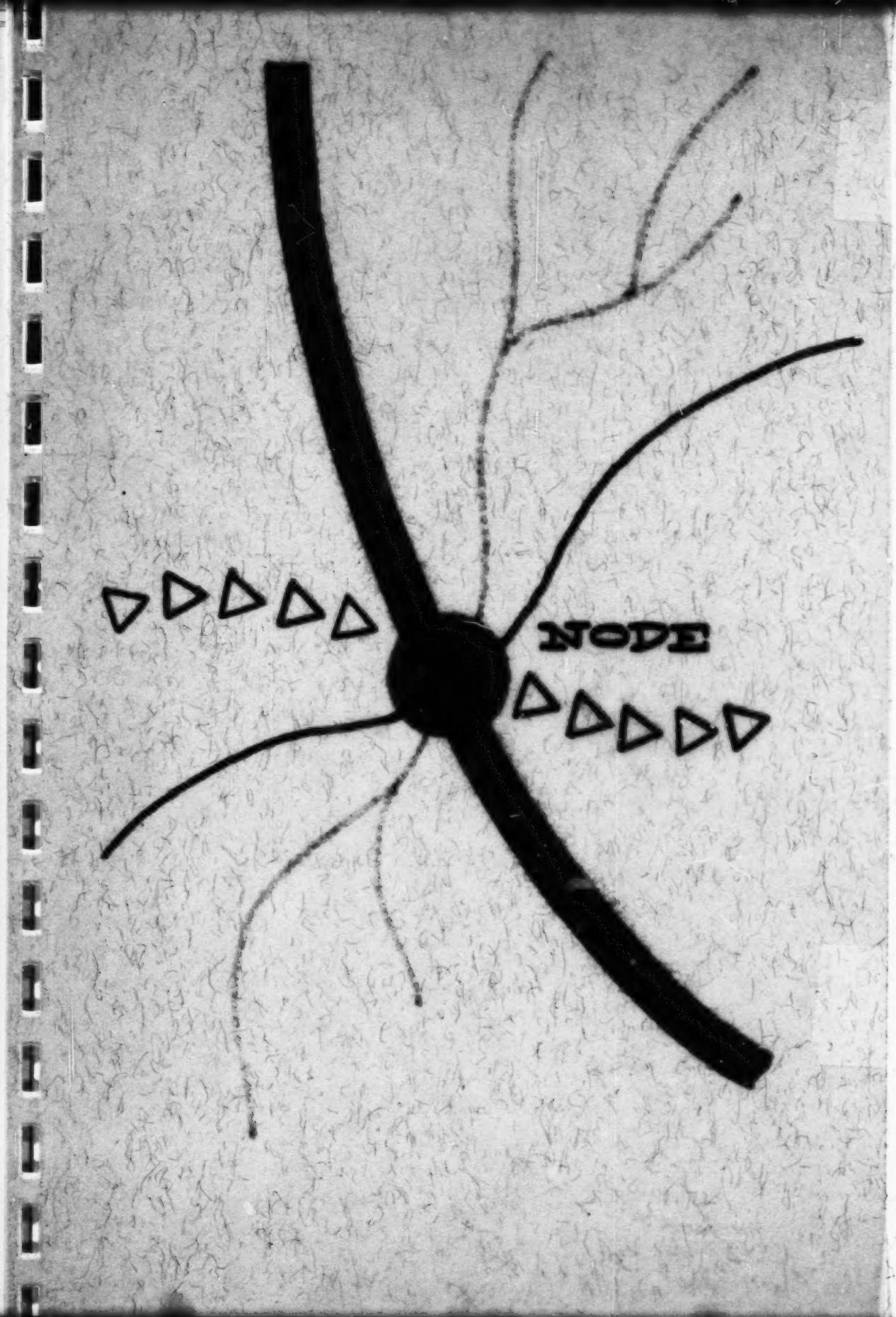
It is expected that as research information and new ideas develop, they will be presented to all concerned.

A LOOK AT THE PROBLEM

With the closing of SCHOOL OF EDUCATION laboratory schools throughout the State of Michigan, there is an ever increasing need for the training of student teachers in local school systems. In these schools they can obtain the necessary in-service work that will no longer be provided on campus.

There is, also, a need for colleges and universities to provide senior and graduate students in fields other than teaching with internship or on-the-job training programs.

In addition, the lack of additional campus building area dictates the moving of these more responsible upper-classmen away from the already overcrowded campus.



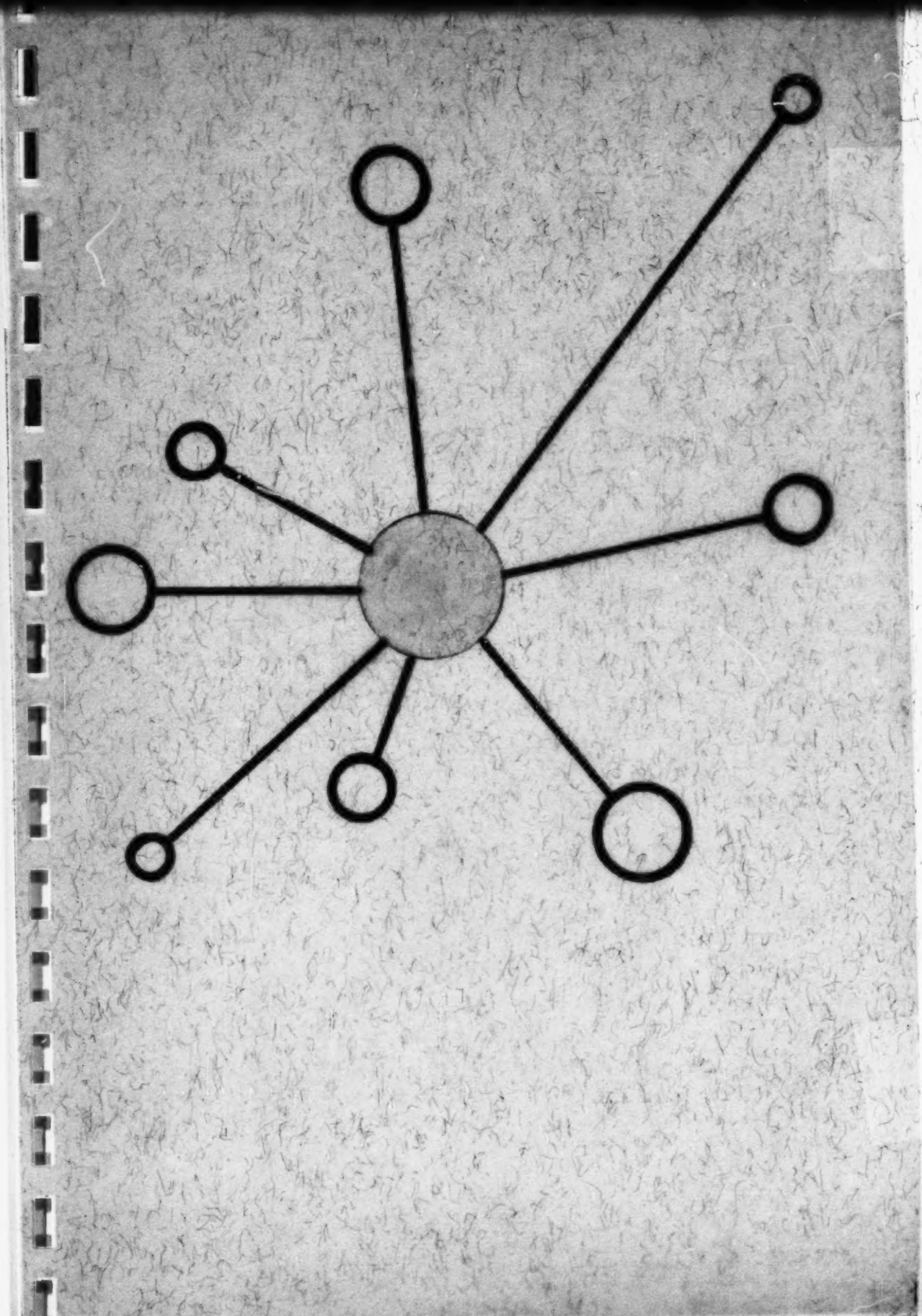
WHAT WILL THE EDUCATION BE LIKE ?

Let's start with William Caudill's concept of an EDUCATIONAL NODE.

"If the task is total education - to educate all - then there must be a new structure shaped to do the job. The most important element of the new function will be the EDUCATIONAL NODE.

The Educational Node is not necessarily a building. It could be. A node in the new educational syntax is a point, the convergence of paths of communication including telephonic paths, television paths, as well as people paths. The educational node is a junction at which people and ideas gather and from which people and ideas go out in all directions. ."

IN EDUCATION THE MOST IMPORTANT NUMBER IS ONE, by, William Wayne Caudill

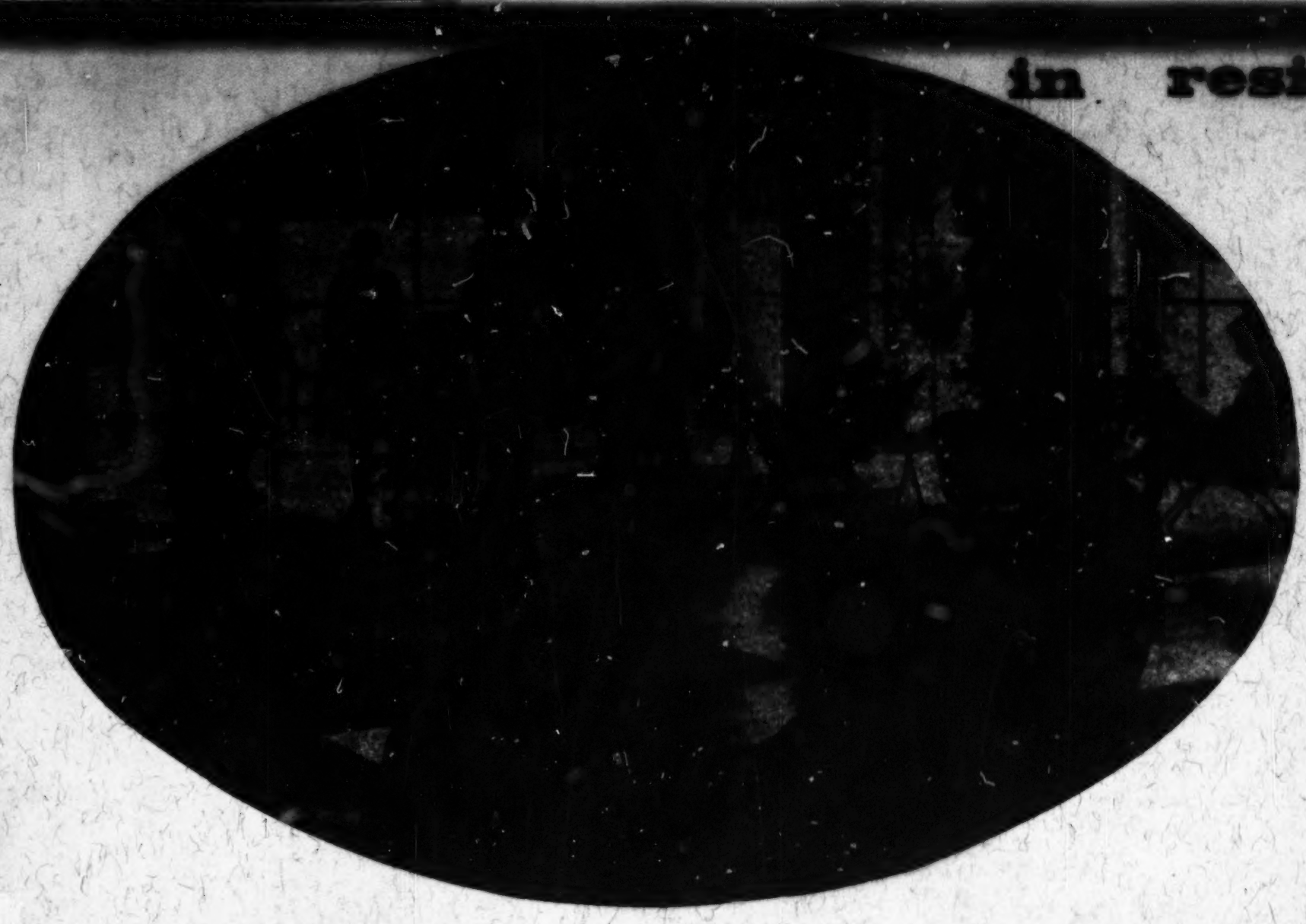


ONE STEP FURTHER

Let us then consider one such EDUCATIONAL NODE as a small SATELLITE CAMPUS located away from the main campus, controlled and operated by the college or university in harmony with the local school district Board of Education.

The college will continue to be the service center for these students, but with the students located in various communities. The job of the service center will be to supervise, to discover the needs of the students, to package learning experiences for them that will relate to their in-service training.

in residence



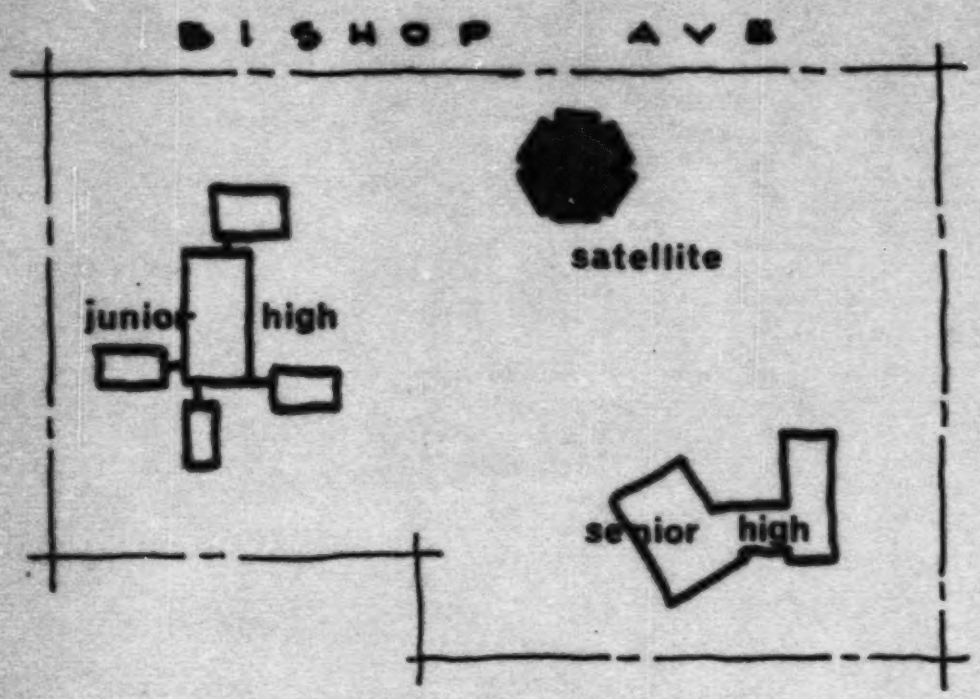
With the increasing emphasis on independent study there is a natural opportunity to shift the focus of some areas of academic work from the classroom lecture to tutorials, seminars and other types of instruction that can be carried on in a lounge-type area.

The LIVING-LEARNING CENTER would actually be a residence building complete with one and two student rooms for single students, apartments for married students and a resident professor, together with a large vari-purpose area used for seminars, group discussions and local extension courses, as well as a student lounge or living room.

FOR AN EXAMPLE

LET'S PLACE A SATELLITE CAMPUS

IN COLDWATER, MICHIGAN



SITE PLAN

SINCE AN EDUCATIONAL COMPLEX LOCATED ON A LARGE LAND TRACT ALREADY EXISTS - LET'S PLACE OUR SATELLITE CAMPUS WITHIN THIS AREA

NOW THEN

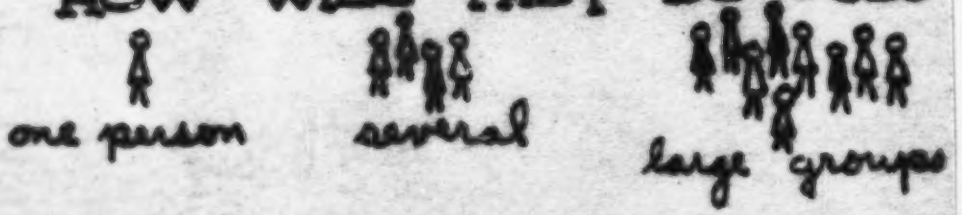
LET'S CONSIDER

facilities and space

A FOR HOW MANY

B WHERE

C HOW WILL THEY BE USED

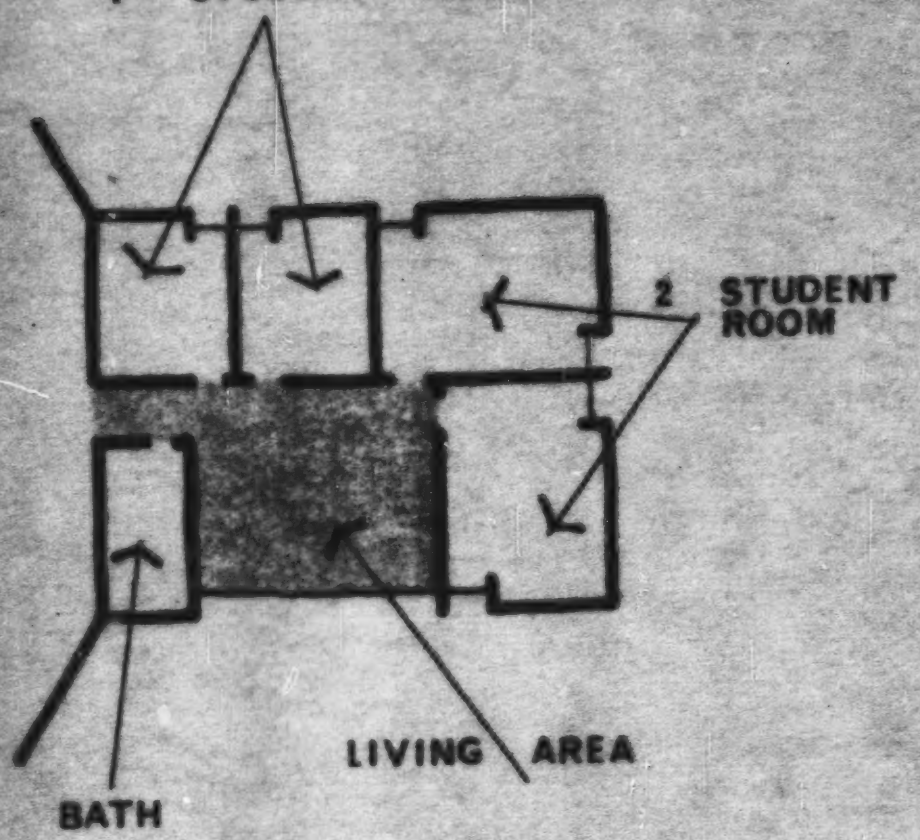


D IN WHAT WAYS CAN WE IMPROVE OUR EDUCATIONAL PATTERNS

LET'S MAKE THIS NUMBER 1 IN IMPORTANCE

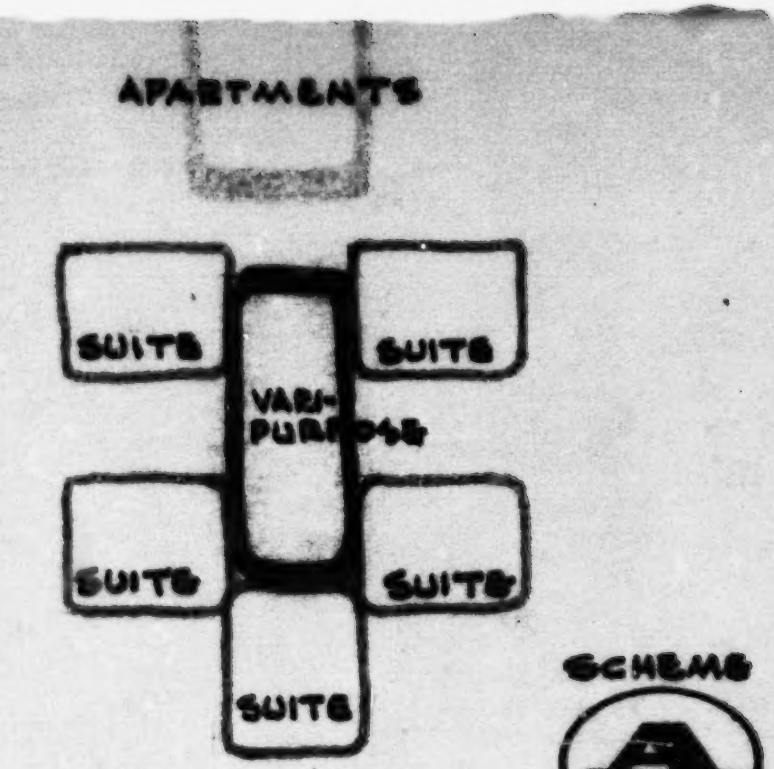
SPACE PLANNING REQUIREMENTS

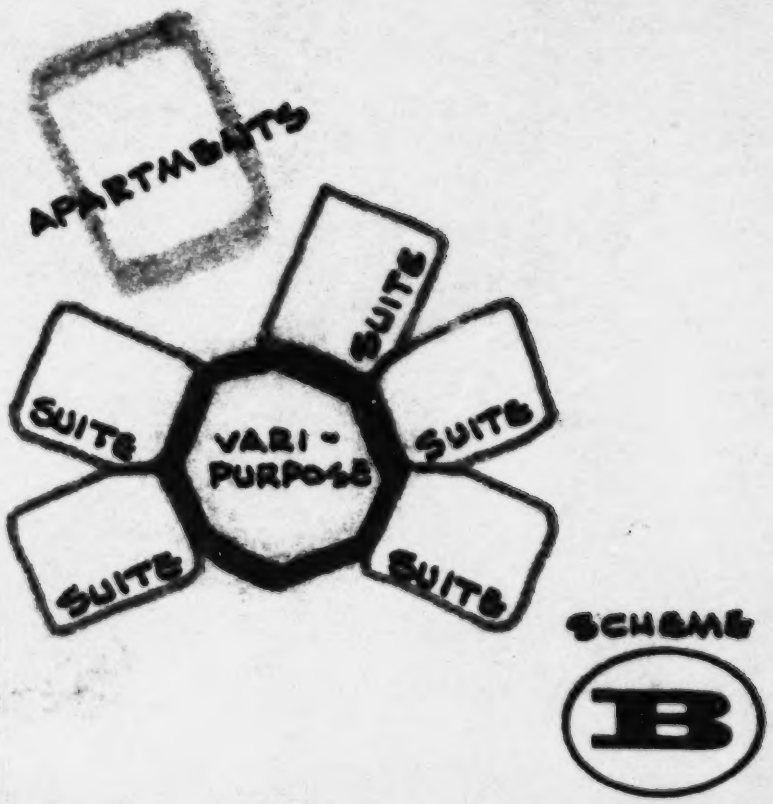
* DORMITORY ROOMS - FOR PERHAPS 30 STUDENTS
* APARTMENTS FOR MARRIED STUDENTS - POSSIBLY 3 SUCH APARTMENTS
* A LARGER APARTMENT FOR A DIRECTOR AND HIS FAMILY
* LARGE VARI-PURPOSE AREA FOR SEMINARS, ETC.
* PARKING FOR STUDENTS AND VISITORS
* OUTDOOR AREAS FOR STUDY AND RECREATION



SUITE FLOOR PLAN

HERE THE BASIC UNIT IS THE SUITE, WHERE SIX STUDENTS IN TWO DOUBLE BEDROOMS AND TWO SINGLES SHARE A LIVING ROOM AND BATH





VARIOUS SCHEMES ARE POSSIBLE HAVING THE STUDENT SUITES AND APARTMENTS RADIATING OUT FROM THE LARGE MULTI-USE CENTRAL CORE

ESTIMATED SPACE ALLOTMENT		sq. ft.
five Bedroom-Study Suites	(1600sf)	8000
three Apartment Units	(600sf)	1800
Director's Apartment		900
Vari-purpose Area		1400
Service Areas		1000
	TOTAL	13,100

ESTIMATED PROJECT COST

TOTAL (excluding land) including building, site work, furnishings, fees,	$265,700

RESEARCH
REPORT
ON
A
LIVING-LEARNING
CENTER

part 2 A closer Look At The
Educational Program

as a means of introduction here briefly are the strengths of a LIVING - LEARNING OFF CENTER CAMPUS

1) The living-learning center for thirty-six student teachers in an off campus situation offers a new dimension in the preparation of teachers.

2) Through such an arrangement the socialization of the student teacher into the teaching profession will be facilitated easier.

3) The living-center offers a common meeting ground for the student teachers and administrators from the local school system, and the various university representatives.

4) The living-learning center will offer the student teacher a total professional experience while he is living in the community. He will have the advantages of living within a local community and yet have the advantages of being attached to a University organized program.

5) Inservice work with the local supervising teacher to improve the quality of supervision will be improved by having an educational resource materials center available.

6) The living-learning center concept offers room for experimentation and research in seeking newer and better ways and means of preparing student teachers.

the role of
WESTERN MICHIGAN UNIVERSITY

WESTERN MICHIGAN UNIVERSITY, located in Kalamazoo, Michigan, just halfway between Detroit and Chicago, is the fourth largest University in the State of Michigan, with an enrollment of over 16,000 students, of whom 7,000 are in Education curricula. In 1964-1965 a total of 1,899 teaching certificates were awarded in elementary and secondary fields. During the same year, 395 graduate students completed teacher education curricual, 7 with the degree of Specialist in Education and 388 with the Master's degree.

There are six schools within the University: Applied Arts and Sciences, Business, Education, General Studies. The education of teachers and school service personnel is a matter of concern to the entire University.

All departments, with the exception of a few in the School of Applied Arts and Sciences, are heavily involved in offering teaching majors and minors in academic fields. At the graduate level, each department works closely with the Schools of Education in developing appropriate curricula, in program advising, and in the employment of professional personnel. Thus the pattern of inter-departmental cooperation in teacher education programs has been firmly established for many years on the campus.

DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education is composed of approximately sixty full-time-equivalent faculty members, divided into sub-departments of Elementary Education, Secondary Education, and headed by elected chairman, the other three

by directors appointed by the Dean of the School of Education.

The presence of a strong and dedicated teaching faculty has assured to students and excellent program of professional education.

The structure of this program was developed during the Teacher Education study of 1939-1941, and with some modifications has persisted since that time. Although considerable academic freedom is practiced within the department, allowing different instructors of the same course to teach in their own way, the structure of this program of professional education is such as to permit a minimum of overlapping. The required courses in Teacher Education (undergraduate) are as follows:

Human Development and Learning	4 S.H.
Teaching and Learning	
(Separate section for elementary, secondary and junior high)	3 S.H.
Teaching of Reading	
(elementary only)	3 S.H.
(Secondary methods courses are taught in academic departments)	
Integrated Professional Semester	14 S.H.
Directed Teaching	9 S.H.
Seminar in Education	2 S.H.
School and Society	3 S.H.
	21 S.H.

(24 S.H. for elementary)

Within the framework of these courses, the laboratory experiences concept is thoroughly implemented, with required observations and frequent demonstrations in Human Growth and Development, with required participation experiences in Teaching and Learning and the Teaching of Reading and with an entire semester of full-time directed teaching during the senior year. In 1964-1965, a total of 1,555 student teachers were placed in centers all over Southern Michigan, ranging from Benton Harbor to Detroit, making for a very diversified program of student teaching and making it possible to tailor make student teaching assignments to fit the needs of individual students. In the academic year 1965-66 approximately 1700 student teachers will be assigned to these geographic areas. These new demands create a need for seeking new ways to prepare teachers.

There is need for local school systems and teacher preparation institutions to seek newer directions in the preparation of teachers needed for the current and the developing American scene. Present arrangements between the university and a local school system for student teaching programs, desirable as they are, do not provide for the full development of the potentials inherent in such a situation. There is a lack of focal point of concentaration for the individuals involved. This proposal provides for the construction of a living learning center for thirty-six student teachers in an off-campus situation.

Through long time partnerships with local school systems student teachers from Western Michigan University have been receiving competent pre-service preparation.

Quality programs of student teaching have been sought by selective placement, university supervision, and the establishment of voluntary cooperative councils composed of representatives from a local school system and the university.

If quality programs of student teaching are to be maintained and improved, however, it is evident that these actions are not enough. There is increasing need for the student teacher to become involved in the total life of the community to which he is assigned. There is need for administrators, teachers, and others in the local community to make maximum educational use of the opportunities which are presented for both preservice and in-service education by having student teachers in the school system. There is need for university staff members to become more active participants in the mainstream of the culture of the local community. There is need for pilot programs such as the one proposed to be activated to improve the preparation of teachers.

Those individuals at WMU who are engaged in teacher preparation, both in the academic and professional education areas, are cognizant of the continuing need to relate theory to practice. They recognize that for maximum self-growth and self-analysis the student teacher must study the teaching-learning process in an organized manner. They further know that for this growth and analysis to take place that the student teacher must be working with a highly skilled

Supervising or master teacher as well as a competent clinical professor from the University.

They believe that establishment of a living-learning center for thirty-six student teachers in an off-campus situation would be a pioneering effort towards meeting the needs of the various individuals concerned. It would bring together into an organic whole the various concepts necessary for a high quality program for the preparation of student teachers. It would provide a new viability to the student teaching program.

The housing situation in the average community to which a student teacher is assigned, if he is not living at home, is such that the student teacher in many cases is compelled to resort to make-shift quarters during that portion of his time in which he is doing his student teaching. Such living conditions do not offer the student the educational opportunities inherent in the off-campus living-learning center. The controlled living-learning center could offer him the opportunity of maintaining his individual identity in what otherwise would be a large scale total university.

experience on the other. In this proposed controlled environment he become one of a professional group of thirty-six student teachers. Much valuable interchange, professional as well as personal will be possible throughout his student teaching experience. He will be able to work under the supervision of a clinical professor who will be the director of the Living-Learning Center.

The living-learning center in an off-campus situation would provide opportunities such as these: 1) An educational resource center for the student teacher with the opportunity to become engaged in the total activities of the community: educational, political, economic, social, and other facets of the cultural life; 3) For an orderly transition of student-to student teacher to full fledged teacher; 4) The university the opportunity to contribute to the development and strengthening of the educational programs available in the local community. 5) An instructional materials center for the student teachers. This center could become a producer as well as consumer of instructional materials.

The need for today's teachers to know the appropiate uses of open and closed circuit television, of films, tapes, projectors, ND recorders; as well as the conventional use of printed materials is so important that the next section will expand upon this concept.

Those individuals at Western Michigan University who are engaged in the preparation of teachers have a conviction that the teacher of today must be knowledgeable and capable of using modern audio-visual materials and instruments. Further, he must have the opportunity to create and to develop teacher-made instructional aids when appropriate resources are not commercially obtainable. Such needs are particularly great for the beginning teacher since there is so much to learn and so little time in which to learn. In addition, teaching patterns have a tendency to form rapidly. Hence, there is a need to make this program a part of his student teaching.

One means of providing student teachers with the techniques and materials mentioned above is through the materials center concept. For this reason, it is recommended that the proposed Coldwater project include a well-planned Instructional Materials Center as the heart of the Coldwater Student Teacher Resident Center.

The Instructional Materials Center would serve as a study and planning center for the student teacher as he develops units of work or prepares daily lessons. The center should contain the following types of resources:

16 mm projector
opaque projector
overhead projector
tape recorder
micro projector
35 mm and film strip projector
microscope
poster and chart materials
television
professional book collection
current periodicals
filmstrips
magnetic tapes
disc recordings
standard and poster typewriter
ITA typewriter

graphic instrument such as commercially made letter guides.

the role of the PRIVATE COLLEGES

The idea for a living-learning center was originally presented to representatives of Western Michigan University and from these discussions the decision was made to broaden the representation to include other colleges in the vicinty of Coldwater. Hillsdale College, Olivet College, and Spring Arbor College, all having an expanding teaching program, were asked to participate in a cooperative effort to improve the student teaching aspect of the teacher education program.

The living-learning center offers the opportunity for students from several different schools of education to live and work together in a common education center. This bringing together of diverse students and staff members would give the student-teacher a chance to expand his views on education in a way that is not now possible.

In this period of rapidly expanding student teaching programs and increasing competition amoung institutions for adequate student teaching situations, the living-learning center appears to offer unlimited possibilites in teacher training.

how
COLDWATER COMMUNITY SCHOOLS
can enrich the program

COLDWATER, MICHIGAN, located 50 miles East of Kalamazoo has a school district that covers an area of approximately 90 square miles.

To house a student population of approximately 3,700 students, there are nine schools, Seven of these are K-6 elementary schools. In addition, there is a junior high school and a senior high school. A new junior high school which will house 1,000 students in grades seven, eight, and nine will be built within the next two years. A new wing of two rooms for the teaching of physically handicapped has been added to the Franklin Elementary School. The Coldwater Community Schools offer an outstanding opportunity for directed teaching at all levels.

In addition to the customary self-contained classrooms and departmentalized instruction, there is opportunity to work in team teaching in facilities designed for this type of instructional pattern. What an experience it is for the student teacher to be a part of a team of four or five teachers who plan and carry out the total educational program for 100-125 students. The student teacher soon sees that there are an infinite number of ways to reach each student at this level and work from ther. He also sees that the ways in which he can use his particular talents are virtually endless.

A fine program of services for exceptional children is carried out in the Coldwater Schools These consist of:

1) Classrooms for the mentally handicapped. These classrooms are located in a building where team teaching is practiced so that the children not only receive the individualized instruction so necessary for them but they are also able to participate in team activities with students of their own age group.

2) Classroom and therapy for the physically handicapped. The orthopedic wing of the Franklin School contains a classroom designed for physically handicapped children who are in need of special instruction and an excellent physical therapy room.

3) Speech therapy for those students who have a speech impediment. This work is carried out in each building as the therapist travels around to meet with the groups of children.

4) A visiting teacher to work with those students who are experiencing emotional disturbances which are severe enough to effect the child's functioning and behavior in the classroom.

5) A reading improvement program under supervision of a reading connultant. Help is given the classroom teacher in setting up a good reading program for her class. Reading teachers also work with groups of children experiencing pronounced reading difficulty to help them overcome their deficit.

An excellent supply of audio-visualy materials is maintained by the Coldwater Schools. The more frequently used materials are kept in each building while some items are circulated throughout the system upon request. Instructional materials center have been set up in most of the elementary schools and will be set up in the remaining ones as quickly as possible.

Complete programs in office and distributive education fill the need for business education. DE has a unique down-town training laboratory. The auto mechanics and house construction programs are exceptional for a school this size. Cooperative Occupational Training rounds out the vocational experiences available

Student-teachers interested in science will look forward to using a complete planetarium in the new Junior High. In addition a truly unique outdoor science laboratory is available at the Lincoln Elementary School. Planning for this outdoor laboratory has gone far beyond that of any other school in this mid-west area.

Another important reason for having the Center located in Coldwater is the fact that within the city limits is the Coldwater State Home and Training School. This institution has had an education division for over forty years. At present the staff exceeds thirty in number. The curriculum offerings range from academic subjects to a variety of vocational courses and special experimental projects. In the past these educational resources could be utilized by the University and to a limited extent the distance from the University and the lack of available courses and supervision made the placement often an unwarranted burden on the students. With the establishment of a center students could not only benefit more from the resources of the State Home, but they could also take advantage of the special education facilities in public schools and profit from the experience of having worked in both settings.

The LIVING-LEARNING CENTER can become a vital part of Coldwaters educational program with supervising teachers that are cooperative and willing to share the wealth of their experiences with student teachers. At the same time, they willingly permit the student teacher try his own wings, secure in the knowledge that the supervising teacher stands ready to help if needed. These supervising teachers encourage the student teachers to use their creativity to the fullest, (and have been known to utilize some of the ideas in their own classes later.)

The atmosphere in the Coldwater Community schools is one of cooperativeness and congeniality. The administration of the buildings encourages each teacher to utilize his particular talents. Complete education of each child is the goal.

to SUMMARIZE

The first center, which might become a prototype not only for Western Michigan University, but other teacher preparation institutions as well, would be located at Coldwater, Michigan. It would in fact become a common meeting ground between the Coldwater Community School System and other area schools, and Western Michigan University. University supervisors would welcome the opportunity to make this their headquarters. They, too, would benefit from having adequate facilities virtually at their fingertips.

It can become a producer as well as consumer of educational resource materials.

The preparation of teachers can become a truly effective partnership between a local community and a teacher preparation institution.

The increasing demands for a well organized off campus teacher preparation program can no longer rest upon the concept of assigning student teachers to a given geographic area. It can no longer rest upon voluntary cooperative councils. There is need for the establishment of a LIVING-LEARNING CENTER now.

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